
GRADING POLICY

The purpose of grading in the Massena Central School District is to inform parents, students and teachers of student progress toward attainment of New York State Learning Standards. The Board of Education believes that effective grading has a positive impact on school climate as it supports and encourages learning. The Board of Education recognizes that grading and grade reporting practices within a district should be consistent, accurate, fair, meaningful, research-based and tied to the New York State Learning Standards.

Guidelines to be observed include the following:

- A. Grades will reflect student academic achievement and only assess criteria clearly established in the New York State Learning Standards. Teachers will provide clear descriptions of achievement expectations to students and parents. Additional criteria, such as participation, attitude and effort, may be reported using a coded scale but will not be factored into a student's numerical grade.
- B. Formative assessments are designed to provide direction for improvement and/or instructional adjustment. Information from formative assessment and practice should have a minimal impact when determining grades. Summative assessments are designed to provide information to be used in making judgments about a student's achievement at the end of a sequence of instruction (ex. final drafts, tests, exams, assignments, projects or performances). Summative assignments/assessments occur at the end of the unit of study that evaluate the skills and knowledge of the student (i.e. unit exams, projects or final papers). Both summative and formative assignments should be evaluated and reflected on a quarterly report card. Summative assessments will count for a minimum of 60% of a quarterly grade, while formative assessments will count for a maximum of 40% of the grade. Teachers may choose not to score formative work and will evaluate it for accuracy and completion. Homework will not count more than 20% of a student's overall grade.
- C. Grading criteria and method of reporting are to be consistent within departments and grade levels (i.e. all 5th grade math teachers use the same criteria in the same manner to determine student grades or all high school biology teachers use the same criteria in the same manner to determine student grades).

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D. For grades : 7 through 12

1. A numerical grading scale with a passing grade of 65 will be reported. The quarterly minimum grade for full-year courses is 50 for at least two (2) quarters. In half-year courses, at least one (1) 50 for quarterly minimum grade will be reported. Teacher comments may provide additional descriptions.
2. Student scores on NYS Regents or NYS Proficiency Exams (final/cumulative) will count 20% toward the final course grade. If a student fails a course and passes the corresponding NYS Regents or NYS Proficiency Exams, the final grade will be the greater of the minimum passing grade (65), or the mathematical average of the summed four marking period grades and the score of the NYS Regents or NYS Proficiency Exams (all weighted at 20%).

E. For grades Pre-Kindergarten through 6:

1. Standards Based Report Cards communicate student proficiency of the NYS Standards as well as drilling down to the skills identified as Key Ideas and Details.
2. Parents will receive Report Cards on a trimester basis.

F. At the beginning of each school year, and upon entrance, students and parents/guardians will be provided information regarding teacher grading practices.

Adoption Date: 6/24/10

Revised and Adopted: 1/16/14, 9/18/14, 10/16/14